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ABSTRACT

This paper presents an extensive review of the current literature related to the use of performance-based assessment in the preparation of teachers, and includes references to the Interstate New Teacher Assessment and Support Curriculum (INTASC) and the Arkansas standards for licensure of beginning teachers. The paper also describes the use of performance-based assessment in conjunction with the transformation of the teacher preparation program at the University of Arkansas at Monticello. In this program, students develop professionally as they work in public school settings in eight school districts, teaching and receiving instruction. Professional Development Schools in these districts host the senior year interns. Some performance-based assessment practices used are portfolios, simulations, and interviews. Students also take various sets of national teacher examinations. Performance based assessment will not by itself radically change the products of teacher education programs or improve practice in the schools. Preservice teachers must also demonstrate their knowledge of content and pedagogy, their teaching skills, and their dispositions toward teaching at various stages of their development. The Supervisory Intern Observation Instrument is appended. (Contains 22 references.) (JLS)

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Using Performance-Based Assessment to Improve Teacher Education

ED 406 346

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Abstract

This paper presents an extensive review of the current literature related to the use of performance-based assessment in the preparation of teachers. An examination of the INTASC standards and the Arkansas beginning teacher standards is included. The use of performance-based assessment in conjunction with the transformation of the teacher preparation program at the University of Arkansas at Monticello is presented. The authors also present a model for the use of performance-based assessment along with other factors related to the transformation of the teacher education program.

USING PERFORMANCE-BASED ASSESSMENT TO IMPROVE TEACHER PREPARATION

The dramatic changes taking place in education across the United States, and more specifically in teacher preparation, began with the general reform movement of the 1980's with national reports being issued by various groups: The National Commission on Excellence in Education ("A Nation at Risk"), the Holmes Group (*Tomorrow's Teachers* and *Tomorrow's Schools*), and the Carnegie Task Force on Teaching as a Profession (*A Nation Prepared: Teachers in the 21st Century*). The latter two have continued their work in light of a second wave of reform and restructuring during the 1990's and have turned their attention directly to the preparation of teachers. The Holmes Group in *Tomorrow's Schools of Education (1995)* admonished schools of education to do a better job in preparing teachers or close their doors. The Group urged college professors to spend less time in the sanctity of the college classroom and more in the public school setting ("Education Schools,"1995).

The current discussion centered on performance-based assessment is an important topic for teacher educators. However, the use of performance assessment without an examination of other practices in the professional preparation program is short-sighted and only tends to perpetuate the search for a panacea for improving the quality of teaching. Teacher education programs must engage in a systematic and systemic examination of the whole of the preparation experiences. Performance-based assessment can serve as a guide for the transformative processes in which schools, colleges, and departments of education should be engaged.

Review of Literature

The National Board for Professional Teaching Standards (NBPTS), under the auspices of the Carnegie Task Force, is working collaboratively with the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Council for the Accreditation of Teacher Education (NCATE). According to Wise (1994), their focus has been on the development of comparable and compatible standards for schools, colleges, and departments of education which emphasize *performance* on the part of teacher education majors. Put another way, Diez (as cited in Scherer, 1995) stated that, "...if you line up NCATE, INTASC, and the National Board, then you have a kind of continuum of development across the professional life span of the teacher" (p. 53), as it relates to the redesign process of education.

Elliott (1996) indicated that the NCATE "New Professional Teacher" project will attempt to align the K-12 content standards with pre-service teacher performance-based standards. NCATE must confront several problematic issues: individual states will most likely develop their own curriculum standards rather than reach consensus, teacher preparation programs will require assessment for accreditation purposes in terms of performance-based criteria, and the separate curriculum guidelines for teacher preparation now mandated by professional associations will need to be judged in terms of their effectiveness and contribution to state licensure assessments.

The National Commission on Teaching and America's Future (1996) recommended five goals for the education community to achieve by 2006:

1. Get serious about standards for both students and teachers.

2. Reinvent teacher preparation and professional development.

3. Fix teacher recruitment and put qualified teachers in every classroom.

4. Encourage and reward teacher knowledge and skill.

5. Create schools that are organized for student and teacher success.

These goals provide a broad basis for examining change in the entire preK-16 educational system. They are also closely aligned with INTASC, NBPTS, and NCATE standards.

The reform and restructuring undertaken in the public schools has prompted some professional educators to question why higher education has not engaged in the same endeavor. (Clinchy, 1996). A general lack of interest on the part of higher education may be a partial answer. Conley (1996) identified four inhibiting factors:

1. Many people in higher education almost instinctively view school reform as an attempt to lower standards.

2. Higher education has always made a distinction between conceptual and applied, or instrumental, knowledge---and school reform seems more concerned with the latter.

3. Admissions officers are wary of anything that looks as though it will complicate the admissions process and of portfolios in particular.

4. Higher education really doesn't have very high expectations for the secondary school system. (p. 310)

An Oregon project, Proficiency-based Admissions Standards System (PASS), has been developed to encourage collaboration between K-12 school reform and higher education. Conley pointed out that by the year 2001 the PASS proficiencies will serve as

"...the official set of requirements for admission to Oregon public colleges and universities" (p. 313). Major changes in Oregon's colleges and universities will occur as a result of PASS. "The notion of college credits as the sole measure of learning will need to be reappraised, as will the current equation of a bachelor's degree with the accumulation of a specified number of credits. Students might be expected to demonstrate their knowledge and skills at any of several points in their college education, including its conclusion. A diploma might come to be based on performances in combination with credits" (p. 313).

Noddings (1996) has suggested that "teachers need a highly specialized form of education---that is, one designed especially for teachers" (p. 289). The teacher education curriculum would be "reformed" by expanding its breadth of coverage so that teachers "have both broad general knowledge and an impressive range of knowledge in their own discipline" (p. 289).

Such steps to redirect teacher education have come none too soon. Bradley (as cited in Strawderman and Lindsey, 1995), indicated that "Teacher preparation institutions and school districts must restructure pre-service and inservice programs to meet more rigorous standards" (p.98). Despite years of criticism, teacher education institutions have not been as successful as in the past to prepare teachers for confronting complex problems in today's schools. Higher education produced education majors who teach as they were taught in schools of education: the didactic, lecture method. With reforms in curriculum and instruction occurring in elementary and secondary schools which focus on "active learning" in the classroom, dramatic changes must take place in schools of

education (McKenna, 1994). According to McKenna, college professors must become more involved in educational programs at the K-12 levels. The need for collaboration among all concerned parties in the educational enterprise can only serve to unify K-16 partnerships and "produce a more seamless system of education" (p. 10).

Schools at all levels are restructuring to develop more relevant curricula, to meet the challenges of greater student diversity, and to implement and maintain standards that will more adequately prepare students. Based on a three-year national study, Khattri, Kane, and Reeve (1995) reported that the effect of performance "...assessments on the *curriculum* teachers use in their classrooms has been marginal, although the impact on *instruction* and on *teacher roles* in some cases has been substantial" (p. 80). In the area of instruction, students have become active rather than passive learners and have been asked to assess their own work and that of their peers. Teachers have utilized rubrics to establish "performance expectations" for students, and they see themselves as facilitators of learning. Based on their own comments regarding a supportive environment, the researchers would agree wholeheartedly with Shepard's (1995) statement that "[i]f teachers are being asked to make fundamental changes in what they teach and how they teach it, then they need sustained support to try out new practices, learn the new theory, and make it their own" (p. 43). Khattri et al. (1995) also felt that

> Two strong conclusions can be drawn from this study.
>
> - Portfolios and other ongoing performance assessments encourage students to write and to complete project-based assignments
> - Project-based assignments motivate students to learn. (p. 83)

The rapid restructuring of elementary and secondary schools has forced the states to reconsider how teachers will be licensed. The move toward performance assessment in the nation's schools can only mean that the licensing and certification of classroom teachers will be based on the same type of authentic assessment. According to Wise (1994), higher education's partnering with K-12 schools will keep reform alive and enhance the professionalization of education.

One may look to schools, colleges, and departments of education as they have taken the lead in restructuring teacher education and licensure. Most notably, Alverno College in Milwaukee, Wisconsin has utilized a performance-based assessment of its pre-service teachers for over twenty years. Students do not receive grades and must demonstrate that they have the required knowledge and skills in order to graduate. Instructors at the college model the type of teaching that is expected of their students (Scherer, 1995). According to Miller (1994, October 5), "Kentucky will develop a performance-based testing program that all teacher candidates must pass to obtain a license" (p. 15). The state is working in conjunction with NCATE which will, in turn, align its accrediting procedures for teacher education programs based on those graduates who complete the performance-based assessment. (p. 15) Even though in many states the testing of teacher candidates' knowledge will be accomplished by means of the ETS' Praxis Series I and II, more graduates nation-wide may be required to participate in the Praxis III (Classroom Performance Assessment) conducted during the teacher's first year in the classroom. Danielson and Dwyer (1995) commented on the seven year initiative taken to develop Educational Testing Service's Praxis III. Since assessment for licensure

is "a high-stakes issue," great care was taken in the development of "...the teaching criteria and the assessor training programs..." (p. 66). Danielson and Dwyer reported that assessors conduct interviews, make observations, and investigate written documents to assess teachers on 19 criteria in 4 domains. Feedback from these assessments have benefitted not only beginning teachers, but assessors, mentors, and staff developers (p. 67).

Maine has taken steps to implement standards for pre-service teachers who meet certification through a fifth year program and develop portfolios as a part of their assessment criteria. According to Lyons (1996), three higher education institutions in that state took part in developing the more "rigorous" standards. (p. 64) The faculty of these schools discovered that the portfolio served "...as a powerful experience for students, but it was only one way of presenting their work" (p. 66). A very revealing point was uncovered as a part of this undertaking:

> The process prompts the interns to take a new kind of responsibility for learning to teach, what is called "authoring" their learning. No longer do interns simply present a list of courses or grades for credentialing. They now must construct and present evidence of their mastery of learning to teach---their readiness to take responsibility for a class of learners (p. 66).

Wilmore (1996) provided support for the effectiveness of year-long, in-the-field teacher experiences. The Collaborative Redesign of Educational Systems, known as CREST, was initiated by the University of Texas at Arlington. The program has focused on college students, mentor teachers, and college professors working together to provide

integrated instructional experiences for the benefit of the students. Students (interns, first semester; residents, second semester) have been required to develop portfolios for assessment. When asked to respond to the overall effectiveness of the CREST graduates, principals who had hired these specially trained students stated that they "...were more skilled in effective planning, self-confidence, self-reliance, adaptability and flexibility, professionalism, dealing with student diversity, parental involvement, and willingness to seek assistance from other teachers and administrators" (p. 62).

Many educators and others continue to ask why there is a move toward performance-based assessment and teacher licensing. Some have questioned the efficacy of performance assessment, while others have pondered the fact that education has been "down that road" before. Wiggins (1995) stated that one must begin with the task involved and work backwards to determine the most effective assessment. "Good assessment is about expanding the assessment repertoire because no single form is sufficient. There are reliability and validity problems with each. Every method has its strengths and weaknesses, and its place" (p. 16). Better performance, according to Wiggins, is based on self-assessment and self-adjustment.

Long and Stansbury (1994) reported their observations and findings after pilot testing 12 different performance assessments with more than 500 first-and second-year teachers over a three year time period. The assessments which they utilized included the following: high-inference classroom observations, semi-structured interviews, structured simulation tasks, performance-based assessment center exercises, portfolios, videotaped teaching episodes, and innovative multiple choice examinations. The conclusion reached

by the authors revealed that no single assessment is right in all cases. They pointed out that "[e]ach assessment approach has advantages and disadvantages" (p.321). When considered independently, portfolio development allows teachers the opportunity to model the same methods to their students, strengthen their own teaching techniques, and determine both the strengths and limitations of portfolio use. The portfolio conversation gives the author of that piece the chance to discuss with colleagues his or her teaching practices. The formative nature of the conversation focuses attention on specific teaching artifacts rather than general educational concerns (Wolf et al., 1995).

Assessment scoring systems must be developed completely before implementation. Inherent bias in an assessment is another factor which must be carefully considered. In regard to assessor bias, Long and Stansbury (1994) stated that "Good training supplies the trainees with the reasons behind the scoring system and ensures, through practice sessions, that the trainees are using the system correctly. Good training exposes assessors' biases and eliminates them as much as possible. Without such training, the fairness of the performance assessment is in great jeopardy" (p. 322). Lastly, the authors indicated that the selection of any performance assessment is cost effective since its administration is generally higher than for traditional exams. " A good performance assessment has the potential to provide a wealth of information about a beginning teacher's knowledge and abilities---information that ideally can be used to improve teaching skills and thus to support beginning teachers in what are usually the most difficult years of their careers" (p. 322).

Wraga (1994) pointed out that until recently most educators had not publicly

questioned the use of standardized tests as a valid measure of learning. "The few critics of standardized tests were not taken seriously and in some cases were dismissed outright. As concerns about the validity of standardized tests mounted, however, educators began searching for more valid means of assessment" (p. 72). In Wraga's estimation, the phrase "old wine in a new bottle" may be quite applicable to authentic or performance assessment. He argued that too often educators fail to look at educational endeavors and past accomplishments. They are too busy reinventing the wheel.

Wise (1994) remarked that "...even though [NCATE] accreditation has been denied to 25 to 30 percent of college and university programs since 1988, states have continued to issue program approvals at their usual rate of 100 percent. It is time to replace this meaningless process with a profession-based system of quality assurance" (p. 4). The state of Arkansas finds itself in the unique position of mandating that all university/college teacher education programs must be accredited by NCATE. This action coupled with the work of the State Licensure Task Force will necessitate restructuring of teacher education programs and more rigorous forms of assessment.

Statewide Assessment policies

Arkansas is also working closely with INTASC and has followed the guidelines established by this consortium for developing a licensure system based on performance assessment:

- Develop standards for what all teachers should know and be able to do, and implement specific standards in each area for which a license is issued.
- Design a comprehensive assessment system that can evaluate teachers' attainment

of the standards. The assessments would take place in part during preservice teacher preparation and an associated internship and in part during a common examination.

- Ensure that all candidates are evaluated according to the same standards, eliminating differences in standards that have emerged due to alternative and emergency certification programs. (Wise, 1994, p. 6)

Performance assessment is linked directly to internships as an integral part of any teacher education program. Wise (1994) characterized the internship in terms of "...its transitional status. The internship is neither the last year of formal education nor the first year of fully independent work. Rather, it is a time for learning to practice " (p. 19). For those interns in a yearlong program associated with Michigan State University, Rosaen and Schram (1995) provided inquiry groups so that pre-service teachers could reflect on their own teaching experiences and have a forum for expressing their concerns and asking questions about best practice. As the authors stated, "We try to help the interns figure out specific actions they can take and what they want to learn about their actions that will inform future teaching decisions" (p. 87). Even though some colleges and universities have developed a fifth-year program as the internship year in which a student may obtain a master's degree in education, Hinchey stated that "[t]he demands of teaching are such that students need to be nurtured into the profession thoughtfully and over an extended period of time" (p. 45).

As Darling-Hammond and her colleagues have so emphatically stated: the performance-based standards set for licensure

> ...should clarify what the criteria are for assessment and licensing, placing more emphasis on the abilities teachers develop than on the hours they spend taking classes. Ultimately, performance-based licensing standards should enable states to permit greater innovation and diversity in how teacher education programs operate by assessing their outcomes rather than merely regulating their inputs or procedures. (p. 45)

The focus is not on discrete behaviors which a teacher can execute, rather the broader, integrated knowledge that can be displayed. Diez and Cromwell (1995) indicated that this may be one reason why the word "outcomes" has been so openly criticized by some individuals: "Outcomes are generic abilities, not specified tasks."

The opening pathway of performance-based assessment and teacher licensure can assist in preventing lowered standards in teacher education and maintain flexibility in licensing (Darling-Hammond, et al., p. 48). Arkansas is currently restructuring its entire education system to ensure that higher standards will be met by students at all educational levels. Act 236, passed by the Arkansas legislature in 1991, decreed that "Institutions of higher education must commit themselves to effectively providing new teachers with the content knowledge and pedagogical skills required to help all students achieve the [national education] goals." The State Licensure Task Force was established under Act 236 "to recommend how to design and implement a system of outcome-based licensure of teachers and administrators." The Task Force designed a set of "Standards for Licensure of Beginning Teachers" which include five major principles (see figure 1).

Principle #1:	The teacher understands the central concepts, tools of inquire, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and can link the discipline(s) to other subjects.
Principle #2:	The teacher plans curriculum appropriate to the students, to the content, and to course objectives.
Principle #3:	The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.
Principle #4:	The teacher exhibits human relations skills which support the development of human potential.
Principle #5:	The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being.

Figure 1

Each of these principles has its own set of indicators for the areas of knowledge, dispositions, and performance. Arkansas' teachers will be assessed on these specific indicators within the framework of an outcome-based licensure system.

Assessment in the University Preservice Program

The University of Arkansas at Monticello (UAM) has directly aligned itself with eight southeastern Arkansas school districts to form a working consortium which avoids "...the schism between preparation and practice" (p. 10). As Wise has stated, "Schools of education that do not collaborate with those involved in the reform efforts will not be preparing their students for the future demands of teaching...or for state licensing assessments" (p. 10).

Specific reforms in teacher education at UAM included the development of an internship, a completely restructured curriculum, and a performance-based assessment system involving observations, portfolios, simulations, interviews, and exams. The internship is a year-long culminating experience for seniors in elementary, special, and

secondary education. Students develop professionally as they work in public school settings, teaching and receiving instruction. Eight school districts that have joined in a special partnership relationship with the university provide these settings. Certain schools within these districts, designated Professional Development Schools, host the senior year interns. Faculty in these PDS sites are mentors and instructors for the interns.

In addition to the redesign of the senior year, the remainder of the teacher education curriculum has been restructured. Traditional and separately identified courses (i.e., American Education, Introduction to Special Education, etc.) have been replaced by integrated content courses. For example, Instructional Technology is now a component of each of the new "courses" and is taught during each semester beginning with an introduction to e-mail and word processing, gradually incorporating CD-ROM, compact disk, etc. Education professors work in teams to continually revise the curriculum, facilitate delivery of content, and provide student assessment beyond written exams. This approach familiarizes education majors with the knowledge base associated with "...learning, teaching, and the social context of education..." (Darling-Hammond, et.al., 1995, p.30). The new curriculum takes into account both theoretical and practical knowledge focusing equal attention on the two rather than emphasizing solely the theoretical. Students in the second year of their course-work, and from that point on, spend more productive time in natural classroom settings at Professional Development School sites. This field experience culminates in the internship.

Along with reforms in the areas of internship and curriculum has come the

development of a performance-based assessment system. This system, which is aligned with the curriculum, requires students to demonstrate their knowledge, skills, and dispositions through authentic performance opportunities. It is based upon a set of rubrics designed by a task force made up of UAM and area public school faculty and administrators. These rubrics guide the assessment of preservice teachers related to the five principles provided by the Arkansas Task Force on Teacher Licensure. For each principle, the rubrics are used to determine whether the preservice teacher is proficient (meets all of the expectations of a beginning teacher), developing (meets some of the expectations of a beginning teacher and is willing to continue to develop the others), or unacceptable (meets few of the expectations of a beginning teacher and does not appear willing to develop the others).

The observation instrument used by university and clinical supervisors is based upon the rubric. This instrument is used to assess a teaching episode of a field experience student or intern (see attached instrument). The supervisor rates the student as Proficient, Developing, or Unacceptable in each subcategory under four principles. He or she also provides evidence and comments. The subcategories are related to evidence listed by the task force for each principle.

Observations involve both "live" and video-taped sessions. The model used for observation is a modified clinical approach. A pre-observation conference will be conducted and documented. After the observation, a post-observation conference will be conducted and documented. In addition to the clinical observations, "drop-in" observations will also be conducted. These observations will be used to assess the

preservice teacher's ability to meet the needs of students on an on-going basis.

Portfolios are also assessed based upon the rubric system. Students develop these as they progress through the teacher education program. Contents include unit and lesson plans, student assignments and examinations, photographs of classroom activities, observation instruments completed by supervisors, videotapes of teaching episodes, and logs of parent and community contacts. Assessment of the portfolios is continuous throughout the curriculum. At the conclusion of each course or experience, instructors assess the portfolios in terms of progress toward the goals of that particular level of the teacher education curriculum. Students are also required to complete periodic self-evaluations of their own portfolios.

Near the end of the Internship II experience, portfolios are evaluated by a committee made up of public school and university faculty. Forms focusing on each of the five principles are completed. Sources of evidence of proficiency, areas of strength, and recommendations for improvement are noted. Ultimately, the committee bases its recommendation regarding whether a license to teach should be issued upon the evidence displayed in the portfolio.

Another aspect of the assessment system at UAM is the use of simulations. These allow preservice teachers the opportunity to demonstrate their performance in areas of professional growth, working with colleagues, lifelong learning, and others. An example of a typical simulation follows:

> The school has decided that it is necessary to improve school climate. Parents and others have expressed some concerns about the atmosphere in the school. Your

committee has been assigned the task of creating a plan to improve the school climate. You will be allotted a 45 minute time period in which you need to work together to develop this plan. You should identify the specific problems you believe should be addressed and then develop specific plans for improvement.

Each simulation is recorded and assessed by a committee including faculty from the public schools and university, other preservice teachers, and administrators. Simulation activities are included throughout the teacher education curriculum.

Interviews represent yet another tool used in the assessment system. Formal interviews occur at the conclusion of both the sophomore and junior years of the professional preparation program. The results of these interviews are used to assist in determining the admission of the preservice teacher to the next phase of the program. Interviews are conducted by panels including public school and university faculty and administrators as well as preservice teachers who have been admitted to Level III (Junior year). While sophomore interviews are held on the UAM campus, junior year interviews are conducted at potential professional development school (public school) placement sites. In addition to these two formal interviews, structured interviews are also conducted during the internship phase of the program in terms of the experiences and learning of the intern. Examples of interview questions include:

Discuss how you (and your cooperating teacher) have developed relationships with parents of students in your classroom. How have you made the classroom an inviting place for parents?

Discuss how you have involved community resources in your teaching. How do you

plan for a typical lesson? What do you take into account about the students, the environment, materials, etc. How do you put this lesson together with other lessons related to the topic?

Describe the best lesson you have presented. Describe the worst lesson you presented. What did you do to change the lesson?

Discuss the environment you have fostered in your classroom.

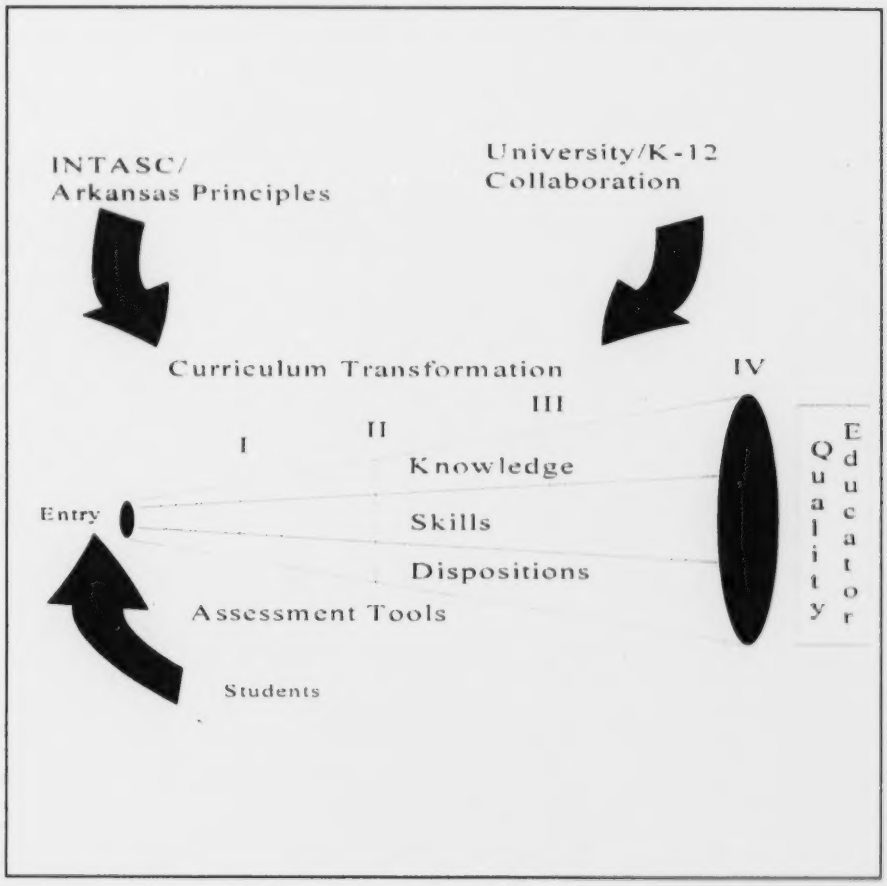
How do you handle a typical discipline problem?

Discuss goal setting as it relates to students and as it relates to you.

Exams represent a final part of the assessment system. Students must take the Praxis I (Pre-Professional Skills Test) during the freshman year and pass all three portions (reading, math, and writing) by the conclusion of the sophomore year. They must also successfully complete the Professional Knowledge portion of the National Teachers' Exam Core Battery prior to entry into the Internship I experience. The appropriate NTE Specialty Exam must be passed prior to graduation and certification.

In addition to these standardized tests, students take various teacher-made exams throughout the teacher education curriculum. Students must complete Introduction to Education I and II with at least a "C," while a "B" is required in all other courses in the professional education sequence.

The Model for Performance Assessment



The model for the use of performance assessment tools and measures is depicted as a large megaphone or funnel. In order for performance assessment to be a viable tool for schools, colleges, and departments of education, it is necessary for the curriculum to be transformed to accommodate the new manners of assessment. This transformation must be accomplished through an examination and incorporation of the standards for beginning teachers from INTASC and from the Arkansas Teacher Licensure Task Force.

Students enter the program with limited knowledge of content and pedagogy. They

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enter with limited understanding of the skills necessary for effective teaching. They also enter with some, but not all, of the dispositions for teaching. The curriculum is designed to allow the students to develop the knowledge, skills, and dispositions necessary for quality beginning teaching upon graduation.

The funnel shape was chosen to depict the professional growth preservice teachers should go through in any preparation program. The authors argue that the value-added dimensions of the preservice preparation should be directly assessable at benchmark points in the program. Admission to a particular set of experiences should be dependant upon the demonstration of knowledge, skills, and dispositions. Thus, at each progressive level of the preparation program students are asked to provide documentary proof of performances through the use of portfolios, interviews, observations, written examinations, and simulations. The balance between the five areas does not remain constant. More reliance will be placed on observation of teaching practices during the final experiences than in the beginning.

Discussion

The concept of performance-based assessment for beginning teachers has been widely touted in the literature in recent years. While it is the most appropriate method for determining what beginning teachers should know and be able to do, it should also be stressed that the use of performance-based assessment by itself will not radically change the products of teacher preparation programs. Nor will it increase the quality of teaching in the nation's schools. Performance-based assessment must be coupled with other reform efforts to create a totally transformed teacher education program.

Information from groups such as INTASC and the NBPTS should inform teacher preparation programs regarding the appropriate curriculum and experiences for preservice teachers. Without matching the curriculum to the assessment, little change will take place. The curriculum should provide opportunities for preservice teachers to demonstrate their **knowledge** of content and pedagogy, their **skills** of teaching, and their **dispositions** toward teaching at various benchmark points along their development. Without these benchmarks, teacher educators will continue to allow students who are ill-equipped for teaching to complete, or almost complete, the preparation programs. Performance-based assessment will provide the tools for identifying weaknesses and strengths in teacher candidates.

The model for the use of performance-based assessment provides a visual of the process which includes all of the components of the transformed teacher preparation program. The implementation of a similar model will enable teacher educators to better prepare high quality teachers who will be serving the profession and children for the first third of the next century. Increasing the quality of those entering the teaching force must be the highest priority for all preparation programs. Performance-based assessment, using all of the components, will greatly enhance our efforts to do so.

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University of Arkansas at Monticello
School of Education

Supervisory Intern Observation Instrument

Name:_____ Subject:_____ Grade:_____ School:_____

Date: _____ Cooperating Teacher: _____ UAM Supervisor: _____

The intern..... (P)roficient (D)eveloping (U)nacceptable (N/A) Not Applicable

Principle One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and can link the discipline(s) to other subjects.	**P**	**D**	**U**	**N/A**	**Comments:**
1. Uses current and appropriate approaches to the presentation of content related to the discipline(s) which result in accurate teaching and appropriate learning.					
2. Uses multiple teaching methods, materials, and media which effectively address unique learning styles and diversity of students.					
3. Engages students in the learning process and encourages students to use appropriate communication skills.					
4. Develops and presents interdisciplinary learning experiences.					
Principle Two: The teacher plans curriculum appropriate to the students, to the content, and to course objectives.	**P**	**D**	**U**	**N/A**	**Comments:**
1. Prepares and uses organized lesson plans following a logical order of sequence that achieve the objectives and goals.					
2. Utilizes multiple teaching resources and curriculum materials in the lesson.					
3. Provides a variety of opportunities for students to communicate effectively through reading, writing, listening, and speaking.					
4. Includes opportunities for students to participate in brain storming, open-ended discussion, role-playing and simulations.					

5. Encourages high-order thinking skills for diverse learning styles and multiple intelligences.					
6. Accesses a variety of diagnostic techniques which measure the attainment of stated goals.					
7. Prescribes learning activities based on assessment results.					
8. Readily monitors and adjusts when students demonstrate a lack of success.					
Principle Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of the students.	**P**	**D**	**U**	**N/A**	**Comments:**
1. Selects and uses relevant teaching strategies using varied instructional methods.					
2. Plans activities to meet individual student needs by using various materials.					
3. Involves the majority of students in lessons.					
4. Utilizes classroom management skills appropriate for all levels of students.					
5. Uses modern technology to access information.					
6. Develops units of study and lesson plans which build on prior student knowledge.					
7. Adapts to changing situations.					
Principle Four: The teacher exhibits human relations skills which support the development of human potential.	**P**	**D**	**U**	**N/A**	**Comments:**
1. Interacts on an equitable basis with everyone.					
2. Provides student-centered activities that focus on each student's cultural individuality and personal growth.					
3. Adapts to different abilities and learning styles.					
4. Maintains an appropriate professional appearance and behavior.					